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AUTHOR Guarino, Sam

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ABSTRACT

The essentials and techniques of effective communication are presented in the guide designed as a source book for leaders conducting a communications seminar. General suggestions for leading a group discussion and some specific suggestions for activities which involve the seminar participants are presented. Factual information relating to effective communication and providing a basis for discussion is arranged by topical heading. The guide is divided into six units entitled: (1) purposes and people, (2) responsibilities and roadblocks, (3) persuasion and principles, (4) listening and leadership, (5) media and messages, and (6) motivation and management. Appended are supplemental aids including activities, handouts, and transparency originals. (VA)

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Communications for Supervisors

2

COMMUNICATIONS

FOR

SUPERVISORS

Prepared by

Sam Guarino
Teacher Coordinator
Cleveland Heights High School
Cleveland Heights, Ohio

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PREFACE:

Communication begins at a very early age in life and progresses to that point in life where we can speak, read and write, but how many of us can communicate effectively? Effective communication occurs only when there is an exchange and two way understanding of ideas, facts, opinions, attitudes, emotions and experiences with others.

In the area of leadership there is no talent more essential than one's ability to communicate. A person may have powerful concepts, productive ideas and a keen sense of motivation but if he cannot communicate, exchange and have understood those concepts and ideas he will never be a leader.

This leader's guide seeks primarily to help the seminar participant develop effective communicative understandings and to serve as a foundation for continued professional leadership and development. It considers not only essentials and techniques but also activities to stimulate thinking and to develop an understanding of others, thus enabling the participant to more effectively communicate.

March, 1974

Sam Guarino
Cleveland Heights High School
Cleveland Heights, Ohio

TABLE OF CONTENTS

Page

TO THE SEMINAR LEADER..... 1
Suggestions for conducting a successful seminar

OPENING THE SESSION..... 4
Introductions, Reasons, Goals

Unit 1 "PURPOSES and PEOPLE"..... 7
Definitions, Processes, Reasons

Unit 2 "RESPONSIBILITIES and ROADBLOCKS"..... 19
Goal-Setting, Essentials

Unit 3 "PERSUASION and PRINCIPLES"..... 28
Practices, Processes, Prerequisites

Unit 4 "LISTENING and LEADERSHIP"..... 38
Characteristics, Importance, Habits, Guidelines, Goals

Unit 5 "MEDIA and MESSAGES"..... 52
Forms, Objectives, Procedures

Unit 6 "MOTIVATION and MANAGMENT"..... 68
Attitudes, Styles, Guidelines

CONCLUDING THE SEMINAR..... 80

SUPPLEMENTAL AIDS..... 83
Activities, Handouts, Transparency Originals

COMMUNICATIVE RESOURCES..... 114

SEMINAR FEEDBACK..... 115

TO THE SEMINAR LEADER:

SEMINAR LEADER:

It is suggested that the leader familiarize himself with the content and arrangement of the materials in this guide a minimum of seven (7) days before the seminar is to begin. The leader may wish to reproduce and distribute to the group many of the handouts and activities while others may serve as an original or model for overhead transparencies, flipchart or chalkboard purposes.

The leader's guide is not a textbook by any means, but it is intended to be a source book for the seminar. The guide does, however, present some general suggestions on how to lead the group, some specific suggestions on activities that the leader and group may wish to become involved in and factual information, under topical headings, that should provide a good basis for discussion and effective communication.

Rearrangement of materials is suggested to suit leader preferences and group interests.

THE ROLE OF THE SEMINAR LEADER:

The leader plays an important motivational role as facilitator and coordinator of group discussion. He should not be expected to be an expert, specialist, chairman or a teacher but as the term implies...one who leads the group into worthwhile discussion and learning while applying the ideas and suggestions presented in the leader's guide.

The leader's role is to draw from the group their collective and practical experience which will make it possible to eliminate any ineffective communication processes.

Emphasis should be placed on the group sharing ideas that will help each individual formulate his own working principles for effective communication.

Remember, the privilege of leadership carries with it the obligation to actively listen to the group's ideas. Research indicates the participation of the seminar leader should not exceed 25% and that there is a very close relationship between group participation and learning.

HELPFUL HINTS:

The following suggestions are listed on the basis of past experience and may serve as stimulants to productive discussion.

- Allow the group to dominate discussion.
- Inject some humor---have fun.
- Be informal---relax the group.
- Make use of "We" rather than "I".
- Start and stop promptly.
- Suggest alternatives rather than advice.
- Remain one step ahead of the group--anticipate questions.
- Ask questions.
- Circumvent questions (if appropriate) back to the group. "What are your thoughts on this?" or "How do the rest of you feel about that?"
- Keep on the topic.
- Proceed to a new topic when it is apparent that the present one has been exhausted.
- Prepare thoroughly.
- Use audio-visual materials when possible.
- Listen to the group's examples and experiences.
- Distinguish between fact and opinion.
- Respect all opinions.
- Give ample time for participants to work on exercises and projects.
- Creatively inspire thinking.
- Be free with praise: "Worthwhile point", "Interesting observation", "That has a lot of merit".
- Remember---allow the group to dominate discussion.

PHYSICAL CRITERIA: The success of any group seminar depends somewhat on the physical arrangement of and the facilities within the room.

- The room should be of adequate size to accommodate ten to twenty members.
- Tables or desks with comfortable seating may be placed in a "round table" fashion or a flexible fashion that will be conducive to small group discussion and projects. Tables should be large enough for note-taking.
- A table or podium as a central place for the leader's pencils, chalk, guide and resource material should be available.
- Adequate space should be provided for flipchart, chalkboard, easel, overhead projector, tape recorder, etc.
- The room should be relatively free from disturbing noise and interruptions.
- Place cards (name tags), ash trays, coffee, and donuts or simply water and glasses should be provided depending on the nature and setting of the group.

PHILOSOPHY: LOOK UPON A LEADERSHIP OPPORTUNITY AS AN ADVENTURE AND YOU WILL HAVE FUN MEETING THAT OBJECTIVE!

OPENING THE SESSION

Objective:

The leader creates a warm and relaxed atmosphere through introductions and provides reasons for the study of communications.

OPENING THE SESSION

CONTENT	SUPPLEMENTAL AIDS
GROUP INTRODUCTION Create a warm and relaxed atmosphere by having participants introduce themselves, tell of their position and an interesting communicative experience.	REMEMBER NAMES!
LEADER INTRODUCTION Inform the group of your background, supervisory experience and a personalized story about a "communications breakdown."	
ANNOUNCE SCHEDULE Inform participants of seminar length and agenda.	
LEADER'S ROLE Explain your role not so much as an authoritative expert but more as a facilitator, moderator or coordinator of discussion. "It is hoped that by pooling and sharing our experiences and ideas we will better understand people, effective communications and, the results will be an even more productive climate than is already being enjoyed by you and (name of firm).	GALILEO SAID: "You cannot teach a man anything... You can only help him to find it in himself."
REASONS FOR COMPANY INVOLVEMENT AND SEMINAR ...some probably said, "great." ...some probably said, "why?" and ...some probably said, "What's wrong with our communications?"	
"Why do you think your company is interested in communications?"	----------QUESTION?

CONTENT	SUPPLEMENTAL AIDS
Answers	
..."Your company is interested in you and your supervisory ability and they knew you would be receptive."	
..."They are interested in keeping and increasing their strong hold in the market."	
...and others	DRAW FROM GROUP
SEMINAR GOALS	
Commitments are important in communications. "We will reach every goal."	SEE SUPPLEMENTAL AID (SA) #1 READ AND/OR DISTRIBUTE "COMMUNICATIONS-Goals"
YOUR COMMUNICATIONS	
"During your workday who do you feel your most important communication is with?"	----------QUESTION?
Answers	
...with top management ...with fellow supervisors ...with store and/or department managers ...with suppliers ...with clients and/or customers ...with the community ...with others	DRAW FROM GROUP
Resolve: "Is complete satisfaction and company productivity possible without effective communications with all people?"	----------QUESTION?
MISCELLANEOUS LEADER COMMENTS	
..."So, look upon me as helping you help yourselves, your customers, your company."	
..."Maybe we can all save each other some headaches, time, trouble, embarassement and even a little money."	

Unit 1

"PURPOSES and PEOPLE"

Objective:

The participant will identify factors that contribute to purposeful communication and begin exploring his personal communicative process.

Unit 1

"PURPOSES and PEOPLE"

CONTENT	SUPPLEMENTAL AIDS
DEFINITIONS "How would you define or describe communications?"	----------QUESTION?
Answers ...exchange of ideas, facts, etc. ...transmission ...a two-way process ...interchange of opinions ...speech and writing ...common understanding ...etc.	DRAW FROM GROUP LIST ON BOARD (FLIP CHART)
A. The imparting or interchange of thoughts, opinions or information by speech, writing or signs. Webster	
B. A two-way transmission and interchange of facts, ideas, feelings and courses of action involving a communicator, a message and a receiver. Leland Brown	
C. Any behavior that results in an exchange of meaning. American Management Association	
D. An exchange of information which requires presentation and reception resulting in common understanding among all parties. National Society for the Study of Communication	
"Is effective communication a natural asset or learned skill?"	----------QUESTION?
Answer A learned skill like most other forms of self-expression...Eg. Music, Art, etc.	

CONTENT	SUPPLEMENTAL AIDS
UNDERSTANDING Effective communication then, as one definition implied, requires understanding. HERE IS PROOF "COMMUNICATION GAPS" Picture yourself removed from the United States for several years, such as a POW, returning to the States and trying to get back into the communicative swing of things. Upon your return, within the first few days, would you understand the following: Cop Out Male Chauvinist Pot Watergate Hippie Pinto Ms. Ripped Off Gay Lib Pig Shag	REVISE AND KEEP CURRENT

CONTENT	SUPPLEMENTAL AIDS
The U.S. Government recognizes communication takes understanding. They have published and distributed to POW's, and other government personnel, an interpretative dictionary and guide to communication changes.	
"Have you had similar experiences?"	----------QUESTION?
	SEE SUPPLEMENTAL AID (SA) #2 "BANANA SMOKING CLAN TAKES TRIP TOGETHER"
PROCESSES	
A. THINKING-	
effective communication is the result of clear thinking.	
B. CONTINUING-	
effective communication is a two-way and continuing process. Even when it stops it may be started again.	
C. SOCIAL-	
effective communication requires two or more persons.	
"Can a person communicate with himself?"	----------QUESTION?
Answer	
"In a sense...yes."	

CONTENT	SUPPLEMENTAL AIDS
D. REACTIVE- completion of the communication cycle requires some reaction whether verbal or nonverbal.	
"Has your communication ever been reacted to in a nonverbal manner?"	----------QUESTION?
<u>Answers</u>	DRAW FROM GROUP
...facial expressions ...actions ...gestures ...demonstrations ...etc.	
<u>THEORY</u>	
Communication therefore, requires a communicator, a message and a receiver.	SEE SA#3 (Transparency Original) "CIRCULAR THEORY OF COMMUNICATIONS.
To be effective communication should also be understood and have a response.	<u>SIMPLY STATED</u> Who says what.....#1 In which channel.....#2 To whom.....#3 With what effect...#4,5,6
<u>REASONS (WHY'S)</u>	
"Why do you communicate, what do you feel are the reasons for communication here at (<u>name of firm</u>)?"	----------QUESTION?
<u>Answers</u>	
...build attitudes ...implement change ...increase profits ...motivate people ...direct activities ...inform employees ...develop rapport ...etc.	DRAW FROM GROUP

CONTENT	SUPPLEMENTAL AIDS
Most of those answers can be categorized under these 5 basic reasons.	
A. COORDINATE- Coordination is "supervisions" ability to bring all functions, activities and individuals together as a team effort.	SEE SA #4 (Transparency Original) "REASONS FOR COMMUNICATION" - "WHY'S"
B. EVALUATE- Evaluation permits an enterprise to measure controls, standards and progress.	
C. INNOVATE- Innovation is that function which creates and maintains a competitive advantage.	
D. MOTIVATE- Motivation is that function which prompts an employee to perform.	
E. ORGANIZE- Organization permits an enterprise to divide the work among its people.	NOTE: The reasons listed on the transparency, and those drawn from the group are usually quite inclusive.
<u>REASONS (WHAT'S)</u> "Having identified the "why's" of communication, now let's ask "what do we communicate about here at (<u>name of firm</u>)?"	----------QUESTION?

CONTENT	SUPPLEMENTAL AIDS
Answers ...profits ...employees ...sales volumes ...progress ...competition ...customers ...service ...quality ...efficiency ...goals ...etc. Most of those answers can be categorized under these 5 basic reasons.	DRAW FROM GROUP
Answers A. PEOPLE- Communicate about personnel, morale, attitudes, relationships, customers, communities, motivation, etc. B. POLICIES- Communicate about company's guidelines, policies and practices, etc. C. POSITION- Communicate about company's sales, profits, impacts, markets, position, competition, objectives, etc. D. PROCESSES- Communicate about company's systems, organization, special situations, etc.	SEE SA #5 (Transparency Original) "REASONS FOR COMMUNICATION" - "WHAT'S"

CONTENT	SUPPLEMENTAL AIDS
E. PRODUCTS- Communicate about quality, quantity, serviceability, etc.	NOTE: The reasons listed on the transparency and those drawn from the group are usually quite inclusive.
COMMENTS These processes, theories and reasons are the basic foundations for communication. Becoming familiar with these foundations helps us to better understand the importance of communication.	
CASSETTE TAPE "I have a cassette tape I want to play for you. It runs about five minutes and the emphasis is on just how important communication is to the leader and his business." The tape is entitled, "THE IMPORTANCE OF EFFECTIVE COMMUNICATION IN BUSINESS."	PLAY CASSETTE TAPE, Side 1, Part 1. "THE IMPORTANCE OF EFFECTIVE COMMUNICATION IN BUSINESS" PLAYING TIME= 5:40
TRANSCRIPT "THE IMPORTANCE OF EFFECTIVE COMMUNICATION IN BUSINESS." "What makes a person a successful supervisor and leader? There are of course many attributes we could consider but there is no skill more important than a leader's ability to communicate. Even if he does possess profitable ideas and concepts and has a keen sense of motivation... if he cannot transmit or exchange and have those ideas understood, then he will never be a leader. Communication is an essential component of leadership and it is that tool which permits the exchange of ideas between people.	OR READ TRANSCRIPT

CONTENT	SUPPLEMENTAL AIDS

TRANSCRIPT (Cont.)

But communication to be effective is even more. It is the understanding of communication and the realization of the importance of the exchange of those ideas. A lack of understanding may be one of the reasons we so often hear, 'There was a breakdown in communications.'

For example: Dateline-June 1966. Titusville, Florida; Cape Kennedy. 'While Gemini 9 was being readied for flight, an Agena capsule was sent up one hour before Gemini 9 was to blastoff. Purpose: Gemini 9 to dock with Agena. But a plastic nose cone cover was not removed from Agena making the completion of docking impossible.' Because of a breakdown in ground communication, an apparent misunderstanding, a multimillion dollar project was scrapped.

On a smaller scale, but as equally important to you as Gemini 9, suppose you say to an employee, 'Today I want you to call our supplier and find out why our shipment has not arrived.' The employee responds, understandsand acknowledges his understanding. But when you arrive at work again the next day...the call has still not been made. Yes, you've communicated and the employee apparently understood the communicative exchange. So what happened? Someone's lack of emphasis on the importance of that exchange of ideas, the importance of receiving that shipment, may have been the reason for the breakdown.

To understand fully the importance of communication in business we must first understand the supervisory process and reason for communication.

CONTENT	SUPPLEMENTAL AIDS

TRANSCRIPT (Cont.)

The key words in the foregoing types of work which a supervisor performs include coordinating, evaluing, innovating, motivating and organizing and the prime tool for the supervisor's performing those so called, 'why's' of communication,, is communication.

Peter Drucker, in his book, THE PRACTICE OF MANAGEMENT, best says it in this way. 'The supervisor has a specific tool-information. He does not control people; he guides, organizes and motivates people to do their own work. His tool, his only tool, to do all this is the spoken or written word. No matter whether the supervisor's job is engineering, accounting or selling, his effectiveness depends on his ability to listen and to read, on his ability to speak and to write. His successfulness in supervision depends entirely on his communication skills, his ability to get his thinking across to other people as well as his ability to understand people.'

Most of what man has accomplished has been done with other people. A person may work through people, with people or around them but either way, people are almost always involved in everything he does. If a supervisor works through and with people, he must communicate with them. If he works around them, he must understand people and that also requires communication.

Communication however, is not intended to be perceived as a process of controlling and manipulating people through subconscious semantics.

CONTENT	SUPPLEMENTAL AIDS
TRANSCRIPT (Cont.) Rather, communication is a process that is affected by the feelings and attitudes of management, employees and the public. It entails an understanding of the feelings and background of the senders as well as the receivers. Too often, people think of communication as just expressing facts and opinions to someone else. A better answer of course would include an exchange of ideas but that is still incomplete and therein lies one of the biggest roadblocks to understanding. Many times we fail to include three other vital elements. 1. How each person feels about the other's ideas 2. What each person thinks about the other's attitudes towards those ideas, and whether 3. Each person has a complete understanding of the importance of the other's ideas and attitudes. When we communicate those ideas, feelings and attitudes we often, without realizing it, involve our emotions. Emotions are also a vital part of our communications. Once we understand that and look at our methods of communication as others see it, we will inevitably improve our communicative efforts."	STOP TAPE
"Are there any questions about anything mentioned in the tape?"	----------QUESTION?

CONTENT	SUPPLEMENTAL AIDS
Reference was made in the tape to communications as other see it.	
"What one word best describes seeing or understanding something as other people see it?"	----------QUESTION?
Answer	
EMPATHY	
"Who would like to describe what empathy is?"	----------QUESTION?
DEFINITIONS	
Empathy is:	
...a mental entering into the feeling or spirit of a person;	
...an appreciative perception or understanding;	
...the ability to put yourself in the other person's position (shoes).	
SELF-ANALYSIS	SEE SA #6 (Individual Activity)
For self-improvement purposes, keeping empathy utmost in mind, measure your most recent communication efforts.	"EFFECTIVE COMMUNICATIONS: SELF-ANALYSIS" TIME: 10-15 minutes NOTE: Emphasize confidentiality. Participant should retain "Self-Analysis" to compare improvements near the end of the seminar. "Self-Analysis" may be completed at home or used to conclude Unit 1.
CONCLUSION	
SELF-ANALYSIS and/or discussion concludes Unit 1.	

Unit 2

"RESPONSIBILITIES and ROADBLOCKS"

Objective:

The participant will better understand factors which promote and prevent effective communication.

Unit 2

"RESPONSIBILITIES and ROADBLOCKS"

CONTENT	SUPPLEMENTAL AIDS
COMMUNICATION CYCLE (THEORY) includes: ...who says what ...in which channel ...to whom ...with what effect	NOTE: Recap "Theory" from Unit 1.
RESPONSIBILITIES Responsibilities for effective communications depend primarily on: ...the communicator ...the medium ...the receiver	
ROADBLOCKS "The communicator, medium and receiver may be somewhat responsible for communication breakdowns but what other factors cause ineffective communication?"	----------QUESTION?
Answers ...how communicated ...why communicated ...attitudes ...atmosphere ...pressure ...listening abilities ...resistance to change ...etc.	DRAW FROM GROUP
DILUTION OF INFORMATION Because of these factors, it is possible that as little as 20% of the original communique (message) may sift its way through to the intended receiver.	SEE SA #7 (Transparency Original) "DILUTION OF INFORMATION"

CONTENT	SUPPLEMENTAL AIDS
IMPROPER COMMUNICATIONS FLOW Quotation "LEADERSHIP IS THE ART OF GETTING SOMEONE ELSE TO DO SOMETHING YOU WANT DONE BECAUSE HE WANTS TO DO IT."	SEE SA #8 (Transparency Original) OR WRITE ON BOARD Quietly recite the quotation to one member of the group and have each member pass it quietly to the next. When the last member has heard it, have him inform the group exactly how he heard it. NOTE: 4 correct words = 20% of the original message or 80% dilution. Similar activities, appropriate for the group, may be designed by the seminar leader for this Unit or Unit 4 "LISTENING and LEADERSHIP."
COMMUNICATION GOAL-SETTING "With your participation in the personal self-analysis and having identified those factors which prevent effective communication, you should have a little more insight as to what the company's and your own personal goals are." An important part of any self-analysis involves following through with goal-setting. One way in which to achieve those goals is to identify and list both the goals and steps for achievement. "The following activity is designed to do just that."	SEE SA #9 (Group and Individual activity)

CONTENT	SUPPLEMENTAL AIDS
COMMUNICATION GOAL-SETTING (Cont.)	
Part I Group (Company) Goal-Setting	Time: 20-30 minutes Allow participants to form small groups of 3 or 4 people. Identify and list specific corporate goals and/or special situations for communicaton improvement.
Part II Individual (Personal) Goal-Setting	Time: 15-20 minutes Based partially on their self-analysis activity from Unit 1, individual participants may wish to analyze their personal communicative goals. NOTE: If additional time is needed individuals may wish to work on their personal goals at home or as needs are identified throughout the seminar.
GOAL-SETTING FOLLOW-UP	
"Certainly goals are important to any organization. What do you feel are some of (name of firm) communication goals and what steps might we take to achieve them?"	----------QUESTION?
PROMOTING EFFECTIVE COMMUNICATIONS	
Effective communication is much more complex than we realize but that does not imply we cannot gain a better understanding of it.	
"Why is effective communication somewhat complex?"	----------QUESTION?

CONTENT	SUPPLEMENTAL AIDS
Answers It can be complex because: ...true meanings and intentions are not always understood and ...effective communication is a two-way street with a number of roadblocks	
CASSETTE TAPE "Many texts on corporate communications explain essentials for effective communication, and some of those we have already mentioned and identified are probably included in the cassette tape we are about to hear." The tape runs about 4 minutes and it is entitled, "ESSENTIALS FOR EFFECTIVE COMMUNICATION."	PLAY CASSETTE TAPE, Side 1, Part 2. "ESSENTIALS FOR EFFECTIVE COMMUNICATION" PLAYING TIME=5:30 OR READ TRANSCRIPT
TRANSCRIPT "ESSENTIALS FOR EFFECTIVE COMMUNICATION." "A system of communication developed and maintained in any company should be designed to help keep people informed. Whether that system is as complex and sophisticated as a company's annual report or as small and casual as a memorandum or bulletin board...any communication can only be as effective to the extent that the message is planned, understood and acted upon.	SEE SA #10 (Transparency Original) as an aid to participant note taking or list the essentials on the board

CONTENT	SUPPLEMENTAL AIDS
TRANSCRIPT (Cont.) In attempting to do a better job of communicating, it is well to recognize and apply these eight essential elements in communication. #1 KNOW YOUR COMMUNICATIVE GOALS Is your message intended to inform an employee of a new policy, to acquire suggestions, change attitudes or to precondition employees in advance of some change? By focusing the message on the goals the receiver will be left with a more clear picture. #2 KNOW YOUR AUDIENCE Are you using language suitable for those with whom you are communicating? A message that talks down to or over the audience may leave the audience with a negative impact. #3 KNOW ALL THE FACTS Have facts been separated from opinions? Give the receiver the Who, What, Where, When and Why of the message. These 5 W's of communication will enhance the receiver's clear understanding of the message. #4 DETERMINE YOUR MEDIUM How best to communicate a message can be an involved decision but nevertheless it should be a preplanned process. If it is orally and face-to-face, small or large group meetings may have to be considered. If it is printed should it be by way of hand written personal messages, company newsletters or formal business letters? Regardless, the medium or multi-media will have some influence upon the effectiveness of the communication.	

CONTENT	SUPPLEMENTAL AIDS

TRANSCRIPT (Cont.)

#5 DETERMINE TIMING

Should the message be communicated early in the day or near the end of a work day? Would Friday be good or might Wednesday be better? Timing can often make or break the effectiveness of any communicative message.

#6 ANTICIPATE THE RESPONSE

How the other person will interpret the message and how it can be presented most favorably are also important considerations. Putting yourself in the other person's shoes, using empathy in your communications, is an ounce of prevention that could save a pound of communication.

#7 KEEP THE CHANNELS OPEN

One goal of any business enterprise is the flow of information. Establish channels for communication and keep them open. To get information from the top to the bottom of an organization is an important essential but equally important is the development of ways for information to flow freely from the bottom to the board. Is communication flowing freely in all directions and as directly as possible?

#8 MEASURE RESULTS

Has the message brought about the intended response? Measuring the response and related results with feedback devices ensures that a mutual understanding has been achieved and the message has been acted upon. Measuring results may include questioning, formal surveys or just listening intently.

CONTENT	SUPPLEMENTAL AIDS
TRANSCRIPT (Cont.) The effective communicator, through instinct and practice, considers these essentials for his day-to-day casual communication and for his preplanned communication."	STOP TAPE
"Are there any essentials that were not identified that you feel might be appropriate for (name of firm)?"	----------QUESTION?
"Is there any one of those eight essentials that you would like to discuss because you feel it may extremely benefit you or (name of company)?"	----------QUESTION?
CONCLUSION Conclude with questions and discussion and/or the story below which confirms Essential #4 "KNOW ALL THE FACTS."	
STORY In reference to Essential #4, "KNOW ALL THE FACTS", the following story was related by the president of The Cleveland Electric Illuminating Company. "A man was walking along. He looked down at his suit and saw a hole in it. In a minute he was dead."	
"What picture comes into your mind?"	----------QUESTION?
"Can you explain his sudden death?"	----------QUESTION?
"What other facts would you want to know?"	----------QUESTION?

CONTENT	SUPPLEMENTAL AIDS
STORY (Cont.) "If I led you to the conclusion that the man was walking along a street, that the hole was a bullet hole, and that he died of the wound, you have reached the conclusion of the vast majority. That is a normal conclusion considering you did not have all the facts." The facts are these: The man was a deepsea diver; he was walking on the ocean bottom; the hole was in his diving suit; and he died by drowning. "Each of us probably translated this story differently because we did not have all the facts."	

Unit 3

"PERSUASION

and

PRINCIPLES"

Objective:

The participant will be introduced to the principles, practices and processes of persuasion in communication.

Unit 3

"PERSUASION and PRINCIPLES"

CONTENT	SUPPLEMENTAL AIDS
INTRODUCTION There are many different forms of communication and these forms differ depending on the many variables. Examples might include whether our communication is aimed at individuals or groups, at friends or colleagues and for what reason(s) we are communicating. Regardless of the many forms, we usually hope for some specific result from our communicative efforts.	
REASONS The desired end results from our communicative efforts, or reasons why we communicate, include those five "WHYS" previously mentioned in Unit 1.	NOTE: Recap "REASONS" (WHY'S) from Unit 1.
...to coordinate ...to evaluate ...to innovate ...to organize ...to motivate	
"What other reasons or purposes (end results) do we have for communication?"	----------QUESTION?
Answers ...to direct ...to control ...to command ...to reprimand ...to convince ...to inform ...to develop ...to coach ...to demonstrate ...to induce	DRAW FROM GROUP

CONTENT	SUPPLEMENTAL AIDS
"Many of these examples you have given indicate a desire to obtain action--or inaction as the case might be."	
"Is it possible then that some or many of the end results you have mentioned, indicate a certain degree of persuasion?"	----------QUESTION?
DEFINITIONS	
Persuasion has many meanings to many people.	
"Let's see if we can arrive at some common agreement by describing or defining what you think persuasion is and how important you feel it is in communication."	----------QUESTION?
Answers	
...influencing thoughts or actions	DRAW FROM GROUP-Question in a manner that will draw out the words "winning over."
...prompting a person to act	
...obtaining action through incentives	
...a delicate finesse	NOTE: Avoid the word "manipulation" which may imply "by way of deceit."
...artful management	
..."winning over" someone	
Persuasion is:	
A. "Winning over" a person to a certain course of action by appealing more to the reason and understanding. Webster	
B. In communicative action, persuasion occurs when the listener moves from one belief, attitude, mood or committment to another. Robert Oliver	

CONTENT	SUPPLEMENTAL AIDS
RESISTANCE	
"Do you always find it easy to persuade people? Why or why not?"	----------QUESTION?
Answer	
...people have a tendency to resist change	
MISCELLANEOUS LEADER COMMENTS	
..."People resist change yet it is the only thing that has brought about progress."	
..."Nothing is as permanent as change."	
..."Nothing is as sure as death, taxes and change."	
UNDERSTANDING RESISTANCE	
If persuasion is one of the many purposes of communication, a study or discussion of resistance to change (persuasion) should be a pre-requisite.	
#1 PRINCIPLE-UNDERSTAND REASONS FOR	
"Could we discuss for a few moments the reasons why people resist change?"	----------QUESTION?
Answers	
...age ...habit ...security ...workload ...does not see benefits ...fear (loss of something) ...cannot adapt, adjust, etc. ...lack of knowledge (education)	DRAW FROM GROUP

CONTENT	SUPPLEMENTAL AIDS
SIMPLY STATED: People resist change because they either: A. don't know how to change which includes lack of job knowledge, education, preparation, training, etc. B. don't care to change which includes lack of proper attitude, motivation, unable to see benefits, etc. #2 PRINCIPLE-KNOW THE 5 LEVELS OF HUMAN NEEDS Experts say the biggest job in communicating involves persuading for the purpose of securing action. Being knowledgeable of the 5 levels of human needs can help the communicator better prepare for persuasive communication. Dr. Abraham Maslow from Brandeis University has devised an interesting chart of human needs which he says are placed on a 5-rung ladder in order of importance, with the most important priority on the top rung. A. SELF-FULFILLMENT NEEDS (EGO) Includes being appreciated, recognized, approved of, important and self-satisfied. B. STATUS NEEDS Includes status, prestige and pride. C. SOCIAL NEEDS Includes a desire for affection, belonging and protecting loved ones.	SEE SA #11 (Transparency Original) "ABRAHAM MASLOW'S HIERARCHY OF HUMAN NEEDS"

CONTENT	SUPPLEMENTAL AIDS
D. SECURITY NEEDS Includes self-preservation, health and job security. E. PHYSICAL NEEDS Includes food, clothing and shelter. It is not as important to fully understand these needs as it is to just be aware of them. If a person senses that any one of these 5 needs are threatened he may resist change. #3 PRINCIPLE-PERSUADE POSITIVELY Another prerequisite or principle for getting someone to take action on your persuasive message is to: APPROACH HIM POSITIVELY BY "THINKING ABOUT HIS NEEDS AND INTERESTS" To communicate with a person and persuade him to take action for your sake is to approach him negatively. To communicate with a person and persuade him to take action because it will fulfill his goals and benefit him and the company is to approach him positively. "With these principles (prerequisites) in mind, think of a person here in the company whom you wish to persuade by way of face-to-face communication. Think for a few moments how best you can persuade him to take action while keeping in mind his and the company's interests, needs and goals.	"PERSUASIVE COMMUNICATIONS" See SA#12 (Individual Activity) Have each participant fill out SA#12 using his own personal situation. Then discuss each case individually. Have each participant read the message. Ask the others to identify all the positive approaches and suggest others.

CONTENT	SUPPLEMENTAL AIDS
CASSETTE TAPE Persuading others to take action is a real art. When you "win over" the cooperation of another person you increase your working resources...and that's what supervision is all about. "Of course we have only discussed some of the many principles of persuasion. The tape we are about to hear now is entitled, "OBTAINING RESULTS THROUGH PERSUASIVE COMMUNICATIONS." and it lasts about 3 minutes."	PLAY CASSETTE TAPE, Side 2, Part 1. "OBTAINING RESULTS THROUGH POSITIVE COMMUNICATIONS" PLAYING TIME=3:05 OR READ TRANSCRIPT SEE SA #13 (Transparency Original) as an aid to participant note taking or list the principles on the board "PERSUASIVE PRINCIPLES"
TRANSCRIPT "OBTAINING RESULTS THROUGH PERSUASIVE COMMUNICATIONS" No phase of leadership is as important as persuasion. To persuade an employee, to "win him over" towards the company's needs and goals while identifying his own interests, is a supreme art and the basic foundation for leadership. Persuasion is that basic elementary unit that, multiplied thousands of times, spells out the very function of leadership. Here then are 8 ways a supervisor can become more communicatively persuasive when persuasion is needed.	

CONTENT	SUPPLEMENTAL AIDS

TRANSCRIPT (Cont.)

#1 BE POSITIVE

Whenever possible, communicate your message with an attitude of positiveness. A positive approach can often influence the reaction and it can be persuasive in itself.

#2 BE CONCISE

If a persuasive message can be put in one or two concise sentences... do so.

For example, "Miss Jones I would appreciate your Xeroxing 100 copies of this document before our two o'clock meeting."

How many times have you heard it like this? "Miss Jones could you run off 100 copies of this? I think 100 copies will be enough because we probably won't use more than 90, so that should do the trick. But of course it's easier to run off more now than to do it later, so maybe you could do a few extra ones."

Simplicity promotes clarity and secures action.

#3 BE TACTFUL

In the delicate art of persuasive communication...saying the right thing, at the right time, to the right person, in the right manner can produce desired results.

CONTENT	SUPPLEMENTAL AIDS

TRANSCRIPT (Cont.)

#4 BE RIGHT MOST OF THE TIME

True...everyone makes mistakes but if those whom you communicate with realize you are generally correct they will generally be receptive to your persuasive communications.

#5 DETERMINE DEFENSIVENESS

Learning to anticipate defensiveness before you communicate can help you win a person over through reason and understanding.

#6 BE COMPLIMENTARY

An occasional compliment or recognizing a job well done can reinforce persuasion when it is needed. More people are moved by appreciation than they are by patting themselves on the back.

#7 BE CONCERNED

Showing genuine concern for your people will induce more positive results than all selfish interests can. Creating an atmosphere of "I am my brother's keeper"can gain respect, loyalty and productivity for you and the company.

#8 LISTEN WITH INTENT

A person can often be just as persuasive when he is listening. A persuasive message that seeks action requires an understanding of the other person and listening with an open mind can be a great help in discovering and understanding the other person's point of view and interests.

CONTENT	SUPPLEMENTAL AIDS
TRANSCRIPT (Cont.) These 8 principles are not exhaustive by any means but they do provide some of the most important "know how" for persuasive and effective communication...and each small gain in effectiveness enriches not only the supervisor and his people but the enterprise as a whole."	STOP TAPE
CONCLUSION Persuasion is an essential part of daily democratic living because it allows people to "win over" others attitudes and ways of thinking. Communication, after all, allows for opinions, but no matter what your opinion is of persuasion just remember... "THE MIND CAN NEVER REPLACE THE HEART IN SINCERITY"	BUZZ SESSION If desired, divide the participants into three equal smaller groups and ask them to discuss the benefits of tactful, honest persuasion to: a. employees b. supervisors c. the company

Unit 4

"LISTENING

and

LEADERSHIP

Objective:

The participant will recognize the characteristics of good listening and develop an awareness of its importance in leadership and communication.

Unit 4

"LISTENING and LEADERSHIP"

CONTENT	SUPPLEMENTAL AIDS
DETERMINING LISTENING HABITS "Before beginning the next segment in communications I want you to listen to a story and then I'll ask you a question."	
LISTENING STORY You are the pilot aboard a United Flight #303, departing from Columbus to arrive in Miami. There are 3 passengers in the first class cabin. One of the passengers is a slightly balding man with a gray handle bar mustache and about 50 years old. The second passenger is an attractive woman with long blond hair and she is about 25 years of age. The other passenger is a 9 year old boy and he is reading comic books. Suddenly the pilot's cabin door opens and the pilot walks out, leans over and shakes the balding man's hand.	STORY NOTE: Read quickly.
Question "How many of you know, within an inch, how tall the pilot is?"	----------QUESTION?
Answer "The answer is in the first line of the story because you were the pilot!"	NOTE: This excercise points out the importance of listening.
COMMUNICATION & LISTENING "We have discussed the importance of communications but how many of you would venture an estimate as to what percent of a supervisor's time, on the job, is spent in communication?"	----------QUESTION?

CONTENT	SUPPLEMENTAL AIDS
Answer Studies indicate that approximately 90% of a supervisor's time, on the job, is spent just communicating. 90% probably is not that startling since practically everything a supervisor does in business involves communication. What follows may be somewhat more eye-opening. "Considering 90% of a supervisor's time is spent in communication, let me ask you to estimate a percentage breakdown of the relative amount of time a supervisor spends in the different forms of communication." "What percent of time do you think you spend, on the job, in writing, reading, speaking and listening?"	----------QUESTION?
Answer Dr. Paul Rankin of Ohio State University, after maintaining a careful log for two consecutive months, discovered how much time white-collar workers spend in verbal communication. Here is what he found. writing = 9% reading = 16% speaking = 30% listening = 45%	SEE SA #14 (Transparency Original) or list on the board
LISTENING HABITS Dr. Rankin's study apparently indicates that people in supervisory capacities spend almost one-half of their working day listening yet very seldom are we consciously aware of the importance of listening.	

CONTENT	SUPPLEMENTAL AIDS
Management spends millions of dollars and man hours striving for better communication and only pennies and minutes researching how best to exchange meaning by listening.	
SELF-ANALYIS "A suggested beginning for such research would be an appraisal of our own listening habits." "No one will see your scores but yourself, so be honest."	SEE SA # 15 (Individual Activity) "LISTENING INVENTORY" TIME: 10 minutes SCORING 60-75: if scored honestly the participant is well on his way to becoming an excellent listener. below 60: the participant may be hearing but chances are he is not listening.
POOR LISTENING HABITS Dr. Ralph Nichols, professor of speech at the University of Minnesota and a national authority on listening habits, suggests to people interested in the study of communications, an analysis of personal listening habits by comparing these ten illustrations of poor listening. "How many 'no' answers can you compile for each of these ten illustrations?"	----------QUESTION? NOTE: Seminar leader may wish to discuss the "why" and "why not" of each question?
1. "Science says you think four times faster than a person usually talks to you. Do you use this excess time to turn your thoughts elsewhere while you are keeping general track of a conversation?"	----------QUESTION?

CONTENT	SUPPLEMENTAL AIDS
2. "Do you listen primarily for facts, rather than ideas, when someone is speaking?"	----------QUESTION?
3. "Do certain words, phrases, or ideas so prejudice you against the speaker that you cannot listen objectively to what is being said?"	----------QUESTION?
4. "When you are puzzled or annoyed by what someone says, do you try to get the question straightened out immediately--either in your own mind or by interrupting the speaker?"	----------QUESTION?
5. "If you feel that it would take too much time and effort to understand something, do you go out of your way to avoid hearing about it?"	----------QUESTION?
6. "Do you deliberately turn your thoughts to other subjects when you believe a speaker will have nothing particularly interesting to say?"	----------QUESTION?
7. "Can you tell by a person's appearance and delivery that he won't have anything worthwhile to say?"	----------QUESTION?
8. "When someone is talking to you, do you try to make him think you're paying attention when you're not?"	----------QUESTION?
9. "When you're listening to someone, are you easily distracted by outside sights and sounds?"	----------QUESTION?
10. "If you want to remember what someone is saying, do you think it is a good idea to write it down as he goes along?"	----------QUESTION?

Only the perfect listener, a rare individual, can answer "no" to all these questions.

Each "yes" answer indicates a need for improving that poor listening habit.

CONTENT	SUPPLEMENTAL AIDS
GOALS William F. Keefe, executive director of the Action Research Institute writes in a text entitled, LISTEN, MANAGEMENT!, that too frequently people say "I can't listen" or "I don't have time to listen." He goes on to say, in essence, such an attitude reveals: "first, inadequate comprehension of what listening involves and, second, lack of understanding of the reasons for listening: its purposes and goals. What does good listening involve? Answer In terms of time, it adds little or nothing to the typical manager's work load. We are suggesting that the manager learn listening, in sum, to know what he is doing as he communicates. Initially, of course, the manager going into listening to learn may invest more time in practice. The learning listener may seek out more opportunities for listening; he may broaden the range of his listening to include many who earlier stood along the wayside of his communication road. But while listening to any given individual he will typically spend no more time than before, when he listened unprofessionally. Eventually he may spend less time as he winnows more skillfully the valuable information from the valueless."	NOTE: Seminar leader may wish to read this extraction to participants. ----------QUESTION?

CONTENT	SUPPLEMENTAL AIDS
Robert Tannenbaum and Warren Schmidt wrote in a Harvard Business Review article, entitled, "How To Choose A Leadership Pattern", five generally accepted goals for listening.	
"If this group were responsible for selecting the five most important goals of supervisory listening...which five would you suggest?"	----------QUESTION?
<u>Answers</u> 1. "To raise the level of employee motivation 2. To increase the readiness of subordinates to accept change 3. To improve the quality of all managerial decisions 4. To develop teamwork and morale 5. To further the individual development of employees."	
<u>QUESTIONING</u> (EXPLORATORY LISTENING) The type of listening we employ determines, to some degree, the quantity and quality of communication (or lack of it) we have with the other person. One way in which to assure receiving the proper message and to improve listening includes employing a variety of questioning techniques generally categorized as exploratory listening.	

CONTENT	SUPPLEMENTAL AIDS

A. PRIMARY EXPLORATORY QUESTIONS

1. Direct Questions

Questions which begin with:

Is	Shall
Do	Will
Can	Has

tend to elicit primarily a"yes" or "no" response.

Examples:

...<u>Is</u> their something wrong in the department?
...<u>Do</u> you want to talk with me?
...<u>Can</u> I be of help?

2. Open Questions

Questions which begin with:

What	Who
When	Where
How	Which

are more conducive to constructive elaboration.

Examples:

...<u>What</u> can you tell me about the atmosphere in the department?
...<u>When</u> do you want to talk with me?
...<u>How</u> can I be of help?

Remember: although the words used are important, of equal or even more importance is the sincerity of the intent.

CONTENT	SUPPLEMENTAL AIDS
B. SECONDARY EXPLORATORY QUESTIONS 1. Encouraging Questions Purpose: to convey interest, encourage other person to keep talking. Example: "What else can you tell me about the situation?" 2. Clarifying Questions Purpose: to get more information, helps speaker see other points of view. Example: "How can we get the information to the consumer?" 3. Restating Questions Purpose: to check meaning and interpretations, shows attempt to understand. Example: "If I understand correctly, you don't think the procedure is practical. For what other reasons don't you think it will work?" 4. Reflecting Questions Purpose: to show the listener understands how the speaker feels Example: "I understand what you are saying. How can we remedy this?" 5. Summarizing Questions Purpose: to review progress, pull together facts, ideas, etc. Example: "What other ideas, besides these three, do you have?"	SEE SA #16 (Group Activity) "EXPLORATORY LISTENING" 1. Explain the five types of questions, giving the examples. 2. Divide participants into small groups. 3. Each group should develop sample questions for each type using SA #16. 4. All groups should then share and compare their ideas.

CONTENT	SUPPLEMENTAL AIDS
LISTENING GUIDELINES If you are seriously interested in becoming a better listener, it will require concentrated effort and consistent practice. It is the actual practice (with all its attendant successes and failures) that will improve your listening skill. "The last cassette tape in this series runs less than 4 minutes and it offers 12 summarizing guidelines to help you analyze your listening habits." "The tape is entitled, "BECOMING A BETTER LISTENER." TRANSCRIPT	PLAY CASSETTE TAPE, Side 2, Part 2. "BECOMING A BETTER LISTENER" PLAYING TIME=3:20 OR READ TRANSCRIPT SEE SA #17 (Transparency Original) as an aid to participant note taking or list the guidelines on the board.
"BECOMING A BETTER LISTENER" Through listening in day-to-day contacts, in casual and formal conversation, a progressive management can learn what employees are thinking and how they feel. As a link in the company's communication program, management should develop the ability to receive as well as send messages. Dr. Jack F. Rhode of the Applied Management Science Institute of Minneapolis, Minnesota offers the following twelve guidelines for improving your listening immeasurably.	

CONTENT	SUPPLEMENTAL AIDS
#1 LISTEN FIRST-TALK LATER- Listening while you are talking is quite difficult. Listening is only one-half of the communication process and the speaker should share partial responsibility too. #2 EMPATHIZE WITH THE OTHER PERSON Putting yourself in the other person's position will help you hear it from his point of view. #3 ASK QUESTIONS When you want to show the other person you are listening, ask questions when you do not understand or when you need further clarifcation. #4 REFRAIN FROM INTERRUPTING Giving the speaker time to say what he has to say may clarify ideas and facts. #5 FOCUS YOUR ATTENTION Concentrate on his words, his ideas and his feelings related to the subject of conversation. #6 SIDE STEP YOUR EMOTIONS When possible try to push outside fears, problems and worries aside. They may prevent good listening habits. #7 REFRAIN FROM MENTAL ARGUEMENT Mentally arguing with the speaker sets up a barrier between you and the speaker and it makes listening more difficult.	

CONTENT	SUPPLEMENTAL AIDS
#8 WAIT FOR THE FACTS When you jump to conclusions you may tune yourself out. You then run a grave risk of misunderstanding the entire conversation because of an erroneous conclusion which you drew prematurely. #9 LISTEN FOR PERSONALITY One of the best ways of finding out information about a person is to listen for his personality. As he talks you can begin to find out what he likes and dislikes, what his motivations are, what his value system is and what he thinks about everything and anything. #10 EVALUATE FACTS As you listen, try to identify not only the significance of the facts, evidence and ideas, but also how they relate to the main points the speaker is trying to make. #11 USE YOUR THOUGHT POWER On the average, we think at a rate of four times faster than we speak. That's a 4:1 ratio in favor of you, the listener. Use that "thought power" to your advantage by making periodic mental summaries as you listen. and #12 LISTEN FOR WHAT IS NOT SAID Sometimes the listener can learn just as much by determining what the other person leaves out or avoids saying as he can by listening.	

CONTENT	SUPPLEMENTAL AIDS
And one final note that goes right to the heart of the case for listening...the supervisor who employs effective listening will undoubtedly understand better the human material with which he is dealing. The supervisor learns listening for the same reason that he learns communication of any kind: to be able to supervise and manage his people better.	
	STOP TAPE
CONCLUSION Unit #4 "LISTENING and LEADERSHIP" may be concluded with: ...Cassette tape #4 ...Supplemental aid #18 ...Miscellaneous leader comments below or ...Seminar leader's own comments appropriate for the group	SEE SA #18 (Group and Individual activity) "EFFECTIVE LISTENING-GOAL SETTING" Part I & II Part I Time: 20-30 minutes Allow participants to form small groups of 3 or 4 people. Identify and list specific corporate goals and/or special situations for improved listening. Part II Time 15-20 minutes Individual participants may wish to analyze their personal listening goals. NOTE: If additional time is needed individuals may wish to work on their personal goals at home

CONTENT	SUPPLEMENTAL AIDS
MISCELLANEOUS LEADER COMMENTS "Listen unto others as you would have them listen unto to you." Anonymous "Nature gave us two ears and only one mouth so that we could listen twice as much as we speak." Anonymous "I know you believe you understand what you think I said, but I am not sure you realize that what you heard is not what I meant." Sign in Pentagon Newsroom	

Unit 5

"MEDIA and METHODS"

Objective:

The participant will examine the wide choice of communicatory media available.

Unit 5

"MEDIA and MESSAGES"

CONTENT	SUPPLEMENTAL AIDS
INTRODUCTION Another important factor, requiring the supervisor's serious consideration, is choosing the media of communication most suitable for his communication strategy and objectives.	
MEDIA FORMS "Of the two basic forms, oral and written, which would you say the supervisor uses most frequently in his daily on-the-job activities?"	----------QUESTION?
Answer Oral communications	
ORAL COMMUNICATIONS Most supervisors probably prefer oral communications when the objectives are to motivate, obtain action (or inaction) or change attitudes. "Previously we have discussed face-to-face, personal and individual communications with those objectives in mind." "Written communications can achieve the same objectives, to some degree, but before we discuss the written media let's discuss the oral medium or channel of communication." "What channel of communication does not involve face-to-face communication but may still be used for communicating on a 1:1 oral basis?"	----------QUESTION?
Answer The telephone	

CONTENT	SUPPLEMENTAL AIDS
TELEPHONE Almost everyone has a telephone and that may just be one explanation for problems in telephone communication. We tend to take the telephone for granted. Few people are consciously aware of the potential impact a telephone can have. The telephone is a strong link in the communication chain. It can even make or break a business.	NOTE: For additional information on proper telephone usage write for leader's guide entitled, "TELE-TECHNIQUES MEAN BUSINESS" Leader's guide includes: ...telephone procedures ...telephone personality ...types of calls ...telephone selling ...telephone resources ...aids and activities Address inquiries to: DISTRIBUTIVE EDUCATION MATERIALS LAB 1885 Neil Avenue, Room 115 Columbus, Ohio 43210 or Contacts any Bell System Business Office or your local telephone company for their educational materials.
OBJECTIVES "Besides improving general communications what can the telephone do for you and your company?"	----------QUESTION?
Answers ...increase sales ...increase public exposure ...decrease potential communication problems ...build morale and motivate ...save time, money, etc.	SEE communication goals in Unit 1 for others

CONTENT	SUPPLEMENTAL AIDS
PROCEDURES The following procedures are recommended as guidelines for effective (efficient) telephone communication. 1. BE PREPARED TO RECEIVE CALLS Paper and pencil is a must for for effective communication and desk organization. 2. ANSWER PROMPTLY Effective communication means efficiency too. A first impression may come across even before the telephone is answered. Prompt answering allows more calls on the same equipment, thus increasing the amount of communications. 3. PROVIDE PROPER COVERAGE When the regular user is not available someone should be assigned to answer the telephone. 4. ANNOUNCE YOUR IDENTITY Saying "Good morning, ACME Company" or "Hello, purchasing, Bill Jones" for example, may save time and misunderstanding. 5. RESPOND TO OPENING STATEMENT If the conversation begins with a question communicate a willingness to help.	SEE SA #19 (Transparency Original) "THE TEN GOLDEN RULES OF TELEPHONE PROCEDURE" as an aid to paticipant note taking or list on board.

CONTENT	SUPPLEMENTAL AIDS
6. DEVELOP INFORMATION Active listening will ensure the obtainment of all the information.	
7. USE TACT WHEN LEAVING AND RETURNING Use tact at all times but especially when leaving the line temporarily. Examples: "Can you hold while I call him to the phone?" "It will take a while to check that out...whould you care to wait or shall we call you back?"	
8. TERMINATE THE CALL COURTEOUSLY Courteousness is another key to effective communication. Examples: "Thank you for calling." "I am very sorry we cannot get it out to you today." "Good to hear from you." "Enjoyed talking with you."	
9. TAKE MESSAGES ACCURATELY Request details rather than demanding. Examples: "May I ask who is calling?" rather than "What's your name?"	
10. SHOW REAL INTEREST A service oriented communique reflects a proper attitude and can enhance communication.	

CONTENT	SUPPLEMENTAL AIDS
	NOTE: Seminar leader may wish to elaborate on telephone and voice mechanics as aids to communication. Examples: ...articulation ...emphasis ...inflection ...poise ...tempo ...volume ...pause ...pitch
"What bothers you the most about telephone communications and what recommendations would you offer for avoiding such errors?"	----------QUESTION?
Answers	DRAW FROM GROUP
"Let's try and avoid such errors in this next activity we engage in."	
ROLE-PLAYING	SEE SA #20 (Group Activity) "TELE-TRAINING CASES" and SA #21 (Individual Activity) "TELEPHONE EVALUATION" NOTE: Tele-Trainer units (available from Bell System Offices), taperecorders or actual simulation in front of the group may be used for this excercise. INSTRUCTIONS: 1.Distribute "Tele-Training Cases" and "Evaluation" sheets. 2.Organize participants into groups or 4 or 5 members.

CONTENT	SUPPLEMENTAL AIDS
Suggested topics: ...long distance calls ...customer complaints ...personnel problems ...late shipments ...general communication problem areas	3.Each group creates a situation and develops script. 4.Each group selects 2 members who engage in the role-playing of sending and receiving calls. 5.Those 2 members may then role-play the skit as it should be done or as it should not be done. 6.Members not involved in role-playing should evaluate the role-playing members. FILMS: A wide variety of films related to telephone communications are available on a free loan basis from Bell System Offices and other telephone companies. Previewing by the seminar leader is suggested. TITLES: "Voice of Your Business" "If an Elephant Calls" "Thanks for Listening" "Invisible Diplomats" "A Manner of Speaking" and others

WRITTEN COMMUNICATIONS

There seems to be a failure somewhere in our society. People are more educated and can think better these days but for some reason(s) people do not use that "thought power" to transmit those thoughts to others.

You can probably summarize most people's writing problems with this little story.

CONTENT	SUPPLEMENTAL AIDS
STORY	SOURCE: Put It In Writing
"An executive walks up to the main gate to his plant and is shocked to see weeds growing everywhere. He thinks to himself that he must dictate a memo immediately to the maintenance department, instructing them to kill the weeds. But in the short walk to his office something happens. He thinks "kill the weeds around the building," but it comes out: "MANAGEMENT HAS BECOME COGNIZANT OF ELIMINATING UNDESIRABLE VEGETATION SURROUNDING THE PERIPHERY OF OUR FACILITY."	
And that probably is an exaggerated example, but appropriate, as one of the reasons we have so much trouble with the written medium in communication. We tend to write too much.	
"What is going to happen, of course, is the maintenance department will read this and misunderstand it, and pull out $15,000 worth of landscaping."	
"What difficulties are associated with written forms of communication that might be reason for not achieving the proper objectives?"	----------QUESTION?
Answers	
...Difficult to write as you speak ...less chance to ask and answer questions. ...semantics and understanding. ...difficult to project personality. ...messages might be misplaced or lost. ...little room for emotion and feeling. ...and others	DRAW FROM GROUP

CONTENT	SUPPLEMENTAL AIDS
INTRODUCTION "We will be talking primarily about two types of written communication: A. for management B. for employees "But before we do, let's discuss some general principles appropriate for all forms of communication regardless of who we are writing to."	
SEMANTICS "What does the word 'semantics' mean to you and why is an understanding of it more important in written rather than oral communications?"	----------QUESTION?
Answer "Semantics is the study of word meaning and changes in meaning." Webster and oral communication allows more opportunity to ask questions about meaning. Many of the breakdowns in communication are caused by the words in the message. On the average, the 500 most commonly used words in the English language have 18 different meanings, thus it is quite easy to understand why so many misunderstandings occur. Example: The younger generation uses the word "heavy" to indicate approval of something. "Try telling your secretary she's 'heavy'."	DRAW OTHER EXAMPLES FROM THE GROUP

CONTENT	SUPPLEMENTAL AIDS
"What then is the solution to decreasing misunderstandings in written communication?"	----------QUESTION?
Answer Use only those words that are generally understood by those people with whom you are communicating.	
BUSINESS GRAMMAR Recently the New York Life Insurance Company discovered that its written communications were not doing the job they should do. Consequently they conducted a four year study to determine ways in which to make written communications more effective. (Insurance policy language was not included in the study)	
The study helped develop the following four simple rules:	LIST ON BOARD
A. USE YOUR OWN LANGUAGE Forget business English. The proper language is the language the receiver of the message will best understand. Use only those technical terms that are absolutely necessary and the message will be understood.	
B. WRITE YOUR OWN WAY There is no such thing as a standard way of writing. Develop your own style that is distinctively you.	
C. DON'T WORRY TOO MUCH ABOUT GRAMMAR Use words in the way your listener is accustomed to hearing them--sometimes instead of the way the grammar book says.	

CONTENT	SUPPLEMENTAL AIDS
D. LET YOUR PERSONALITY SHOW The personality of a company is the extension of many individual personalities. The communications writer is one of those personalities. Let the written message show it. "In addition to these four principles, what other techniques have you found valuable that can make our written communications more effective?"	----------QUESTION?
Answers ...clear ...correct ...concise ...complete ...courteous ...considerate ...confident ...cheerful ...conversational ...clever ...careful	SEE SA #22 (Handout) "THE 11 C's OF WRITTEN COMMUNICATION"
PERSUASION AND VOCABULARY In an age when so many are competing for communication it is extremely important for an institution to understand that it prospers largely because it is able to communicate effectively with the people. New York Life's study also indicates that persuasion and the proper vocabulary are important considerations in written communications.	

CONTENT	SUPPLEMENTAL AIDS
Inclusion of both persuasion and proper vocabulary can: ...give strength and vigor to writing ...make messages more understandable ...motivate	
As a result, the following words, and groups of words, were published to help the message writer reach a higher level of persuasiveness and effectiveness in his communication.	SEE SA #23 (Handout) "MOST PEOPLE LIKE AND DISLIKE THESE WORDS" and SA #24 (Handout) "SAY GOOD-BY TO THESE" SOURCE: New York Life Insurance
MULTI-MEDIA A wide choice of printed word media are available to supervisors for communicating quickly, effectively and inexpensively. "Maybe one of these media will supplement your present communicative efforts."	
A. FOR INTER-MANAGEMENT PURPOSES 1. Organization Announcements Necessary for transmitting information which supports the structure and basic workings of the formal organization. Example: Policies, procedures and general administrative communication. 2. Special Management Bulletins Used by companies to get emergency type information to the desks of all managers or equivalent personnel within one hour.	SOURCE: Managing by Communication

CONTENT	SUPPLEMENTAL AIDS
3. Management Newsletters Used by companies to communicate less urgent information to management rapidly. It may be distributed weekly or more often but usually on a consistent basis. 4. Formal Reports An upward feedback device to help improve planning, organizing and integrating work. 5. Supervisor's Handbooks A written guide normally constituting a summary of legislation, company policies, procedures, job benefits and related information which a supervisor needs in his day-to-day work. B. FOR NON-SUPERVISORY PERSONNEL 1. Employee Bulletins An informal method of conveying urgent spot news to all employees within an hour or two. Usually distributed to supervisors or posted on bulletin boards. 2. Employee Newspapers A newspaper format frequently issued on a weekly or bi-weekly basis to inform employees of: a. company policies, practices, plans, regulations, problems, successes and failures.	

CONTENT	SUPPLEMENTAL AIDS
b. economic, social and political news which may affect them and their jobs. c. work employees are doing, products they are making or reasons for various changes. d. recent promotions. e. employee activities and social news. 3. Monthly House Organs A magazine format permitting in depth treatment of special topics. 4. Daily News Digests A one-page publication, issued midday, which includes local and national news and interspersed with appropriate management messages. 5. Letters To New Employees A friendly, human touch type letter of welcome, many times personally signed by the chief executive. 6. Letters To Employees' Homes A monthly, bi-monthly or quarterly letter written by the chief executive 7. Payroll Envelope Inserts An insert usually dealing with changes in pay, compensation or closely related topics.	

CONTENT	SUPPLEMENTAL AIDS
8. Employee Booklets A popular medium used for new employee orientation. The booklet often includes company history, code of ethics, benefit plans, recreational facilities, etc. 9. Reading Racks Found most often throughout factories and in lunchrooms of many other businesses. Topics range from interest and hobbies to work attitudes and company products, goals, etc. 10.Annual Stockholder Reports Many times distributed to all employees. 11.Bulletin Boards If properly designed, located and utilized, this medium can be effective for lending emphasis and consistency to appeals and topics which have been covered in greater depth in more effective media. 12.Audio-Visual Media Films, slide programs, flannel boards and various media are used to aid managment in communication. <u>MEDIA SELECTION</u> "Is there any one best medium that achieves its objectives more frequently than others?"	----------QUESTION?

CONTENT	SUPPLEMENTAL AIDS
Answer No! Effectiveness in written communications depends on many variables, for example: ...size of company ...importance of message ...scope of message ...type of business CONCLUSION Regardless of how much emphasis is placed on written communication it must be consistent with oral communication.	GROUP ACTIVITY: Seminar leader may wish to conclude Unit 5 by permitting participants to organize into small groups for the purpose of discussion about written communication problems within the organization. ...Objective should be to search for and suggest ways for improving written communication. ...A spokesman for each group may then read his groups suggestions.

Unit 6

"MOTIVATION and MANAGEMENT"

Objective:

The participant will recognize, understand and be able to communicate supervisory skills that will enable him to increase employee cooperation and motivation.

Unit 6

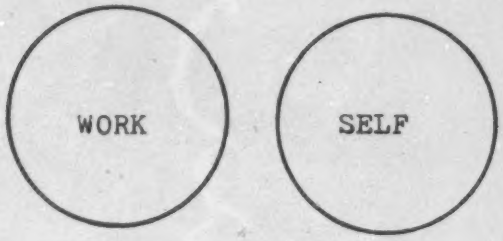
"MOTIVATION and MANAGEMENT"

CONTENT	SUPPLEMENTAL AIDS
BUILDING THE WILL TO WORK	
There are many ways a supervisor can make his employees work just a little bit harder for him and the company.	RECAP FROM Units 1 & 2
"In Unit 3 we discussed the importance of persuasion in communication and now we are about to discuss the role of motivation in communication.	
"Would anyone care to distinguish between the two or would you say they are used synonymously?"	----------QUESTION?
Answer	
All answers are correct because both are used in the same context and yet there is a slight difference.	
Behavioral scientists and industrial psychologists generally agree:	
...both can attain the same end results, but	
...persuasion indicates an extrinsic means of motivation or a philoso- of "winning someone over" by way of outside forces	
Examples: rewards, money, security, fear, etc.	
...motivation indicates an intrinsic means of force, commitment or behavior which is usually more self-motivated by the employee	
Examples: a humanistic, warm, employee centered, sensitive approach.	

CONTENT	SUPPLEMENTAL AIDS

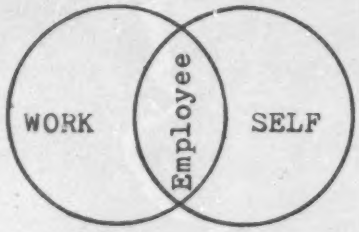
Simply stated, it means this:

Most people are somewhat work centered and at the same time, self-centered.



----------DRAW ON BOARD or CHART PAD

Maintaining (motivating) a happy medium containing both can be of great benefit to the employee, supervisor and the company.



----------DRAW ON BOARD or CHART PAD

Managerial motivation and integration of:

...Work Attitudes and Self Image= Commitment
...Commitment=Productivity
...Productivity=Survival and growth of the employee and the company

KNOW YOUR EMPLOYEES

One of the most effective ways to motivate an employee is to show him (through communication) that you are conscious of his ambitions, needs, skills, fears, etc., and most importantly that you have a genuine concern and interest in him as an individual.

CONTENT	SUPPLEMENTAL AIDS
Each employee is like a different lock having many similar features and yet each is intricately unique.	
Each leader (supervisor) has access to the keys (skills) enabling him to open those different locks and thus, open the doors to opportunity.	
"A supervisor's keys are of little value unless he begins searching for the key that fits the lock and that means knowing your employees."	
"Not knowing your employees is a barrier to effective and motivational communication. This next activity will help confirm how much you know about your employees."	SEE SA #25 (Individual Activity) "KNOW YOUR EMPLOYEES"
"Did this help you discover anything about your supervisory, motivational or communicatory skills?"	----------QUESTION?
"Which of the last ten questions is the only one with a negative slant?	----------QUESTION?
"What can the supervisor do to rectify defensiveness and build commitment through motivation and communication?	----------QUESTION?
"Why is it important for the supervisor to know as much about his employee as possible?"	----------QUESTION?
MOTIVATIONAL COMMUNICATION	
"Knowing your employees is important but of equal importance is knowing yourself and your style of motivational communication?"	

CONTENT	SUPPLEMENTAL AIDS
"Chances are great that you as a supervisor employ varying communicative techniques to motivate your employees."	
"Let's identify the four basic styles of motivational communication that are used most frequently."	
"Can you identify the style you use most frequently with your employees?"	----------QUESTION?
FOUR STYLES	
A. Autocratic Communicator Claims to hold absolute authority, communications are usually work (task) oriented. Example: "I want this done" "Get that out now"	
B. Bureaucratic Communicator Abides strictly by the book and all policies in it, communications portray no room for mistakes. Example: "Do it this way"	
C. Idiocratic Communicator Enjoys playing one employee against others and builds individual spirit through competition. Example: "If you do a better job you'll get promoted before Bob."	

CONTENT	SUPPLEMENTAL AIDS
D. Democratic Communicator Communicates team spirit through freedom and employee creativity, employees help set goals and suggest ways to help reach those goals. Example: "What's the best way to get this done?" "What do you think about this?"	
"Is anyone style of motivational communication best?"	----------QUESTION?
<u>Answer</u> Not if every employee is different and every occasion unique. The alert supervisor may utilize every style depending on the employee and the occasion. Of course each supervisor may have developed a style that works best for him and that is the correct answer.	
"Did you recognize the motivational style that you use most frequently and could you tell us in what types of situations it works best?"	----------QUESTION? GROUP DISCUSSION
<u>BOSS OR LEADER</u> Regardless of the style(s) that you use there are certain ways a "boss" communicates to his people as compared to a leader and his style(s) of communication.	SEE SA #26 (Transparency Original) "BOSS OR LEADER?"
<u>IDENTIFYING COMMUNICATION PROBLEMS</u> "Along with the motivational styles and employee communications we have been discussing, maybe you have given some thought to some specific communication situations you would like to deal with."	SMALL GROUP ACTIVITY (No Handout) NOTE: In small groups, have participants identify a communication related motivational problem that frequently reoccurs.

CONTENT	SUPPLEMENTAL AIDS
	The goal of all groups might be to list possible solutions (through improved communications) that will alleviate the problem. Have small groups share their findings with everyone. SAMPLE SITUATIONS. ...a poorly motivated employee ...a defensive employee ...an employee difficult to communicate with ...personality conflicts ...etc.
REVIEW AND REVISION A periodic self-review of motivational styles is important before any revision in communication can be made. "Keeping in mind the case problems we just worked on, give some thought to the following questions. Some of these questions will not be simple to answer but do try and answer them honestly (to yourself) and see how many you can answer yes to." "Do you take time to casually talk with your employees about topics other than business?"	----------QUESTION?
"What have you done to make the work for your employees more interesting and challenging? Could a change in communication styles help decrease apathy or discontentment?"	----------QUESTION?

CONTENT	SUPPLEMENTAL AIDS
"Have you considered why some employees are more highly motivated than others and do you feel most of your people are performing near peak levels of efficiency? Why or why not?"	----------QUESTION?
"Do you feel you know yourself quite well, your motives and expectations and do you communicate those expectations to your employees?"	----------QUESTION?
"Are you providing your employees with support and guidance and are you communicating that support to them?"	----------QUESTION?
"Do you have a genuine human concern for your employees and do you communicate that concern to them?"	----------QUESTION?
"Are you striving for greater employee commitment, communication, cooperation and work performance from your people?"	----------QUESTION?
"Do you periodically inform your employees of where they stand, of their successes and failures?	----------QUESTION?
"Do you motivate and create a feeling of team spirit among your employees by communicating 'we' rather than 'I'?"	----------QUESTION?
The professional supervisor may very well find that by asking himself similar questions he will become better equipped to communicate with and motivate his people.	
5 MOTIVATORS	
Securing peak performance requires positive action. Each one of the following motivators may help the capacity to motivate.	

CONTENT	SUPPLEMENTAL AIDS
They are not one-shot answers or cure-alls, but on the whole they will lead to effective motivation and managment. "There are only five of them and if you have any you would like to add, please do."	
A. AROUSE SELF-INVOLVEMENT The concept of self-motivation should be thoroughly mastered by any supervisor who hopes to lead his people. It is that concept which enables his people to do a more effective job. Lack of involvement is often the reason for an employee's psychological withdrawal from his job. Arousing self-involvement may be accomplished through recommending and suggesting rather than ordering. Communicating with the employee about the outcome of his work is often effective, too. Performance reviews, whether casual or formal, can increase motivation.	SEE SA #27 (Transparency Original) "5 MOTIVATORS"
B. SHOW CONFIDENCE If the supervisor has doubts about his department, his staff or his company he may dishearten his people, destroy their confidence in him and decrease their motivation. The supervisor who communicates, by his behavior and speech, that he is confident in his people, will improve his own image and his peoples' self-image. Demonstrating confidence is strong enough to override fears, doubts and lack of motivation, thus giving a sense of security to his people.	

CONTENT	SUPPLEMENTAL AIDS
Those who follow need to have faith and confidence in the supervisor who leads them. C. GIVE PRAISE Countless studies show that giving credit, where credit is due, is one of the most significant factors contributing to the motivation of people. Praise and appreciation, in fact, have been found to be more important than responsibility, salary, advancement or work itself. Properly handled, praise can increase an employee's sense of security. The pitfall of praise is praising too much. Praising every little thing employees do can quickly lose its effect and may even demotivate the employee. Sincere praise, rather than exaggerated, is the most motivating. D. IDENTIFY WITH OTHERS The supervisor who communicates interest in his employees will positively motivate them. Building social bridges and adding the personal touch will help any supervisor identify with his people. Chitchat and casual conversation with employees can motivate, build commitment, make friends and create a healthy working atmosphere. E. ENCOURAGE CREATIVITY Encouraging creativity on-the-job, fosters employee motivation.	RECAP: SA #11 "ABRAHAM MASLOW'S HIERARCHY OF HUMAN NEEDS"

CONTENT	SUPPLEMENTAL AIDS
Creativity gives the employee a chance to learn and provides him with a feeling of progress and an opportunity to make contributions which the employee can call his own. A certain amount of control is always advisable but the supervisor who motivates an employee to accept challenge with creativity is a very valuable asset to his firm, as is the employee. Opening doors for the employee and rewarding him when he gets through, creates good feelings for the employee.	
"Do you have other motivators you can share with the group?"	----------QUESTION?
<u>MOTIVATING EMPLOYEES</u>	SMALL GROUP ACTIVITY (No Handout)
Group 1- "How can a supervisor help an employee best achieve his work goals?"	----------QUESTION?
Group 2- "How can a supervisor help an employee overcome barriers between the employee and his work goals?"	----------QUESTION?
Group 3- "How can a supervisor help an employee change his goals if those goals are unrealistic and/or unachievable for him?"	----------QUESTION?
	INSTRUCTIONS: Divide participants into three small groups. Assign one question to each group and allow 15-20 minutes for them to develop answers.

CONTENT	SUPPLEMENTAL AIDS
	Reconvene and have each group report their conclusions to the entire group. Encourage challenges and additions to the developed lists.
CONCLUSION With consistent motivational communication the supervisor can develop employees who will: ...assume greater responsibility ...work with enthusiasm ...correct many of his own errors and deficiencies ...use more initiative ...follow directions better ...achieve goals more efficiently and ...keep the channels of communication open. "I consider my ability to arouse enthusiasm among the people the greatest asset I possess, and the way to develop the best that is in a person is by appreciation and encouragement." Charles Schwab Past President Bethlehem Steel Company	RECAP SA #1 (Handout) "COMMUNICATION-Goals" Purpose: compare goals with achievement RECAP SA #6 (Individual Activity) "EFFECTIVE COMMUNICATIONS-SELF-ANALYSIS" Purpose: measure participants communicative achievements.

CONCLUDING

THE

SEMINAR

CONTENT	SUPPLEMENTAL AIDS
SEMINAR CONCLUSION The difference between a progressive enterprise which extends opportunities to its customers, investors and employees as contrasted with a static enterprise which is barely surviving, is often due to differences in effective communication. It is likely that a hundred business firms might be examined before could be found with effective communication. "In this seminar we have discussed only a few of the many elements that improve communication. There is one danger though, in a seminar such as this and that is leaving with the impression that we are fully prepared to meet with all communicative situations." The process of communication is an ever changing process which requires consistent commitment to improve it. "To help you meet that commitment I will distribute a list of communication bibliographical resources which you may find helpful in continuing your long-term effort to study, practice and improve your communications." "Perhaps as a result of this seminar, you will be sitting down with some of your people to discuss your goals in terms of performance, productivity and communication effectiveness."	SEE SA #28 (Handout) "COMMUNICATIVE RESOURCES"
COMMENCEMENT Commencement is defined as an act of beginning rather than the end.	AWARD CERTIFICATES

CONTENT	SUPPLEMENTAL AIDS
FEEDBACK "Remember, the gains you make in communication can only become known through some avenue of feedback." "Feedback being an important part of communications...I would appreciate seeing your opinions on the helpfulness of this seminar." THANK YOU	SEE SA #29 (Handout) "COMMUNICATIONS SEMINAR FEEDBACK"

SUPPLEMENTAL

AIDS

C O M M U N I C A T I O N S

Goals:

... To identify factors that contribute to puposeful communication.

... To point out methods with which supervisory and managerial personnel communicate with with others in the organization.

... To introduce methods of communication through self-analysis of communicative styles.

... To better understand factors which promote and prevent effective communications.

... To introduce the principles, practices and processes of persuasion in communication.

... To recognize the characteristics of good listening and to develop an awareness of its importance in leadership and communication.

... To examine the wide choice of communicatory media available.

... To investigate communicatory and supervisory skills that increase employee cooperation and motivation.

... To further enhance interest in continuing a long-term effort to study and practice the changing field of communications.

SATIRE

"Banana-Smoking Clan Takes Trip Together"*

It's very hard to be a parent of a teenager these days. You have to keep on your toes all the time. Just the other morning I walked into the kitchen and I caught my son taking a banana out of the fruit bowl.

"What are you doing with the banana?" I shouted.

"I'm going to cut it up and put it on my cereal," he replied.

"A likely story," I said. "You weren't going to smoke it, were you?"

"Smoke the cereal?"

"No, smoke the banana, smart aleck. I read all about you kids going around smoking bananas behind your parents' backs for kicks."

He became very interested. "How do you smoke a banana?" he wanted to know.

"You don't smoke the banana. You smoke the skin."

He looked at me in amazement. "What have you been smoking?"

"Now don't try to be smart with me," I said. "You know very well what I'm talking about. You take the skin and scrape it out and then make a paste out of it and then you bake it and then you smoke it."

"What for?"

"So you'll have hallucinations, that's what for. First it was marijuana, then it was LSD and now it's bananas. Don't you kids have any shame?"

"Look, all I want to do is have breakfast. I'll eat the fruit and you can keep the skin if it bugs you that much."

"How do I know you didn't scrape off the skin before I came in?" I said.

"Search me," he yelled.

Just then my wife walked in to find out what the commotion was all about.

Satire (Con't)

"I caught him eating a banana," I said.

"Well, what's wrong with that?" she demanded.

"Don't you read the newspaper? Kids all over the country are smoking bananas so they ca.. take trips."

"Take trips where?"

"Wherever bananas will take them."

My wife looked scared. "Are you feeling all right?"

"Why does everyone think I'm crazy because I don't want my kids to smoke bananas?" I cried.

"Well, if you feel that strongly about it," she said, "I won't buy any bananas again."

"Sure, and then they'll sneak up to the fruit store and buy them behind our backs. At least this way we know they're getting good quality bananas."

"Why don't we let him smoke a banana in front of us to get it out of his system?" my wife suggested.

"I don't want to smoke a banana," my son yelled. "In fact I don't even want to eat my own corn flakes."

"That's a good idea. We'll all smoke bananas together and that way we'll know what the kids are experiencing. You're lucky you have modern parents."

I started scraping out the skins and making a paste. Then I baked it and then I chopped it up and passed out three pipes.

The three of us sat around the floor of the living room and started to puff.

In about 10 minutes I asked my son what he saw.

"I see Mom getting green."

"That's no hallucination," my wife said.

Satire (con't)

"You don't look so good yourself," my son added.

"Maybe I didn't bake it long enough," I said.

Five minutes later we all retired to our respective washrooms. This was the "trip" that everyone was talking about.

* Written by columnist, Art Buchwald

CIRCULAR THEORY OF COMMUNICATIONS

1
IDEA

2
VERBALIZATION
SOUND

3
HEARS THE SOUNDS

4
UNDERSTANDS

5
RESPONSE

6
FEEDBACK
-EXPRESSIONS
-ACTIONS

REASONS FOR COMMUNICATION

"Why's"

COORDINATE

EVALUATE

INNOVATE

MOTIVATE

ORGANIZE

REASONS FOR COMMUNICATION

"What's"

PEOPLE

POLICIES

POSITIONS

PROCESSES

PRODUCTS

EFFECTIVE COMMUNICATIONS SELF-ANALYSIS

Instructions:

Analyze your most recent communicative efforts by rating yourself superior or average for the listed criteria. Complete each colum before proceeding to the next.

Column 1 As I see myself

Column 2 As my supervisors see me

Column 3 As my employees see me

Column 4 As my associates see me

Criteria	Column 1 "How I see myself as a communicator" Superior	Average	Column 2 "How my supervisors see me as a communicator" Superior	Average
1. Clear, explicit	_____	_____	_____	_____
2. Responsive to ideas and opinions	_____	_____	_____	_____
3. A good listener	_____	_____	_____	_____
4. Makes attempts to fully understand	_____	_____	_____	_____
5. Communicatively confident	_____	_____	_____	_____

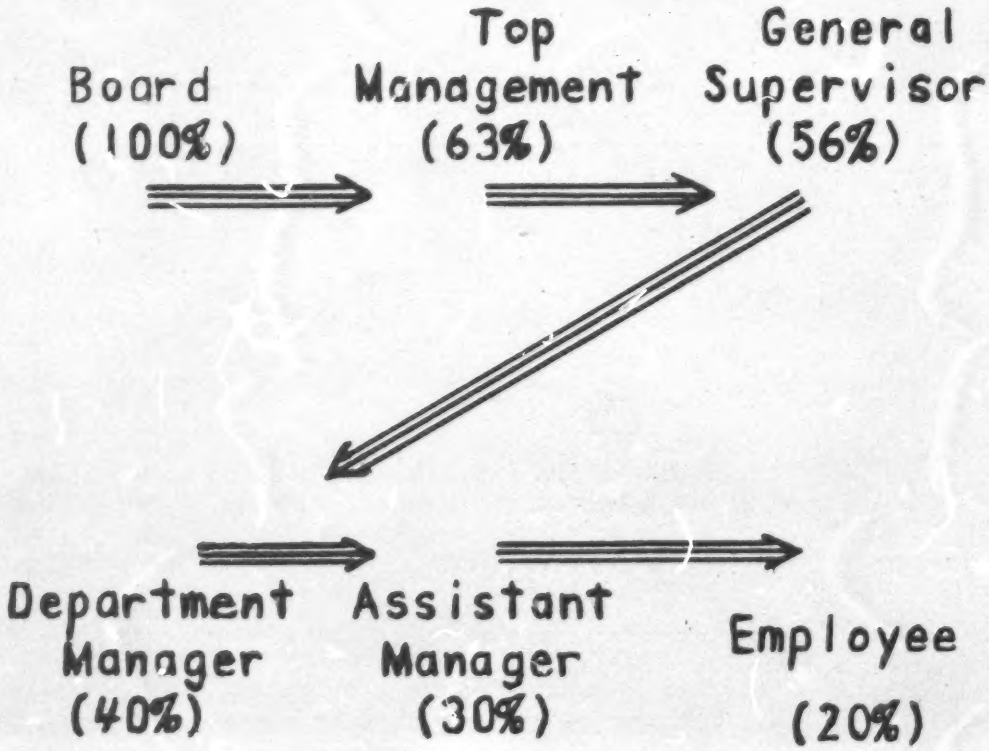
Criteria	Column 3 "How my employees see me as a communicator" Superior	Average	Column 4 "How my associates see me as a communicator" Superior	Average
1. Clear, explicit	_____	_____	_____	_____
2. Responsive to ideas and opinions	_____	_____	_____	_____
3. A good listener	_____	_____	_____	_____
4. Makes attempts to fully understand	_____	_____	_____	_____
5. Communicatively confident	_____	_____	_____	_____

DILUTION OF

INFORMATION

or

"IMPROPER COMMUNICATIONS FLOW"



SOURCE: PIDGEON SAVAGE LEWIS CORPORATION OF MINNEAPOLIS

"LEADERSHIP IS THE ART OF
GETTING SOMEONE ELSE TO
DO SOMETHING YOU WANT DONE
BECAUSE HE WANTS TO DO IT."

COMMUNICATION GOAL-SETTING

PART I GROUP (COMPANY)

GOALS	STEPS
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

PART II INDIVIDUAL (PERSONAL)

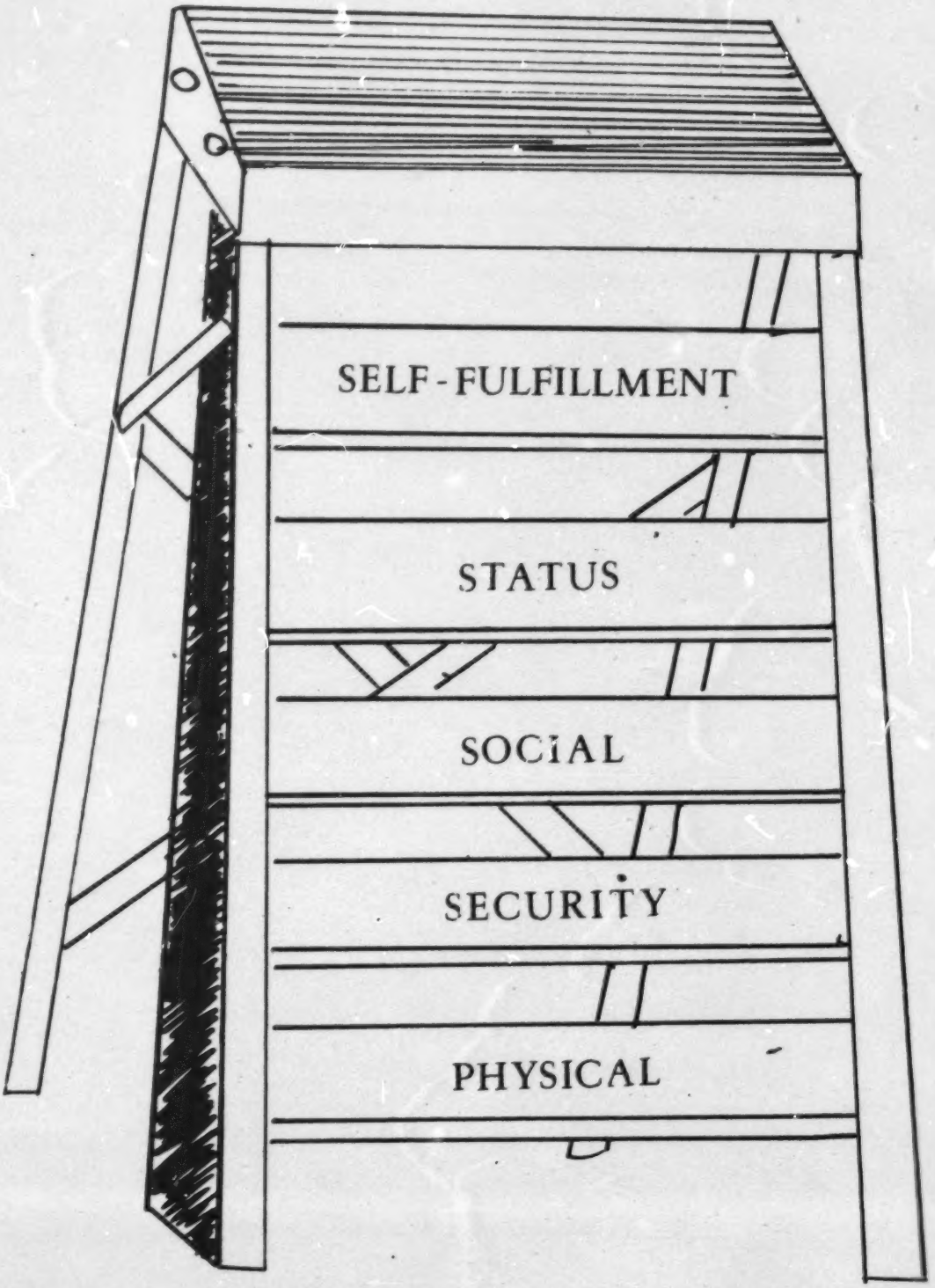
GOALS	STEPS
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

ESSENTIALS FOR

EFFECTIVE COMMUNICATION

1. Know your communicative goals
2. Know your audience
3. Know all the facts
4. Determine your medium
5. Determine timing
6. Anticipate the response
7. Keep the channels open
8. Measure results

ABRAHAM MASLOW'S HIERARCHY OF HUMAN NEEDS



PERSUASIVE COMMUNICATIONS

INSTRUCTIONS:

Think of a person whom you wish to persuade by way of face-to-face oral communication. Clarify your thinking by identifying the person's and the company's interests, needs and goals. The message should involve a change of some type. Examples might be new company policy, improved work performance, etc. Crystallize your thinking by writing the persuasive message below.

CHANGE: _____

_____

MESSAGE: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

P E R S U A S I V E

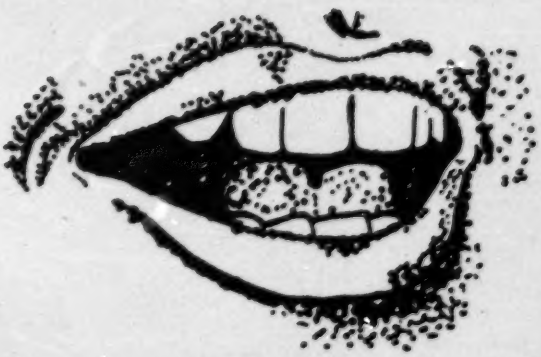
P R I N C I P L E S

1. BE POSITIVE
2. BE CONCISE
3. BE TACTFUL
4. BE RIGHT MOST OF THE TIME
5. DETERMINE DEFENSIVENESS
6. BE COMPLIMENTARY
7. BE CONCERNED
8. LISTEN WITH INTENT

Writing = 9%

Reading = 16%

Speaking = 30%



Listening = 45%

LISTENING INVENTORY

INSTRUCTIONS:

Answer each question with 1, 2, 3, 4, or 5

Value of 1 - Very seldom
Value of 2 - Approximately 25% of the time
Value of 3 - Approximately 50% of the time
Value of 4 - Approximately 75% of the time
Value of 5 - Almost always

_____ 1. I make people I am talking with comfortable by asking them to sit down.

_____ 2. I listen to employees in informal on-the-job situations as well as in planned meetings.

_____ 3. I find that listening is hard work.

_____ 4. I show a positive attitude toward others when they want to talk with me.

_____ 5. I am careful not to prejudge the quality of peoples' ideas.

_____ 6. I give the person talking with me my undivided attention.

_____ 7. I am careful not to interrupt before the person is finished talking.

_____ 8. I can easily distinguish between fact and opinion.

_____ 9. I request more information when I do not fully understand.

_____10. I restate the person's point of view when I do not fully understand; For example:"Your point is...You mean this."

_____11. I do not become emotional when I hear others use emotionally toned words.

_____12. When people talk with me they can honestly say, "He heard me and understands me."

_____13. I ask questions to be sure that I am hearing the message correctly.

_____14. My employees feel equally free to give me negative reports as well as favorable ones.

_____15. I consciously work at listening because I realize it develops a better understanding of others.

_____ TOTAL SCORE

105

EXPLORATORY LISTENING

INSTRUCTIONS:

Exploratory listening through questioning indicates a supervisor's willingness to listen. For each of the exploratory types of questions below, write a question as you might communicate it to your employees.

ENCOURAGING QUESTION Purpose: to convey interest, encourage other person to keep talking.

CLARIFYING QUESTION Purpose: to obtain more information, helps the speaker to see other points of view.

RESTATING QUESTION Purpose: to check meaning and interpretations, shows attempt to understand.

REFLECTING QUESTION Purpose: to show the listener understands how the speaker feels.

SUMMARIZING QUESTION Purpose: to review progress, pull together facts, ideas, opinions, etc.

BECOMING A
BETTER LISTENER

1. Listen First—Talk Later
2. Empathize with the other person
3. Ask questions
4. Refrain from interrupting
5. Focus your attention
6. Side step your emotions
7. Refrain from mental arguement
8. Wait for the facts
9. Listen for personality
10. Evaluate facts
11. Use your thought power
12. Listen for what is not said

EFFECTIVE LISTENING

GOAL SETTING

PART I GROUP(COMPANY)

GOALS	STEPS
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

PART II INDIVIDUAL (PERSONAL)

GOALS	STEPS
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

THE TEN GOLDEN RULES OF TELEPHONE PROCEDURE

1. Be Prepared To Receive Calls

2. Answer Promptly

3. Provide Proper Coverage

4. Announce Your Identity

5. Respond to Opening Statement

6. Develop Information

7. Use Tact When Leaving And Returning

8. Terminate The Call Courteously

9. Take Messages Accurately

10. Show Real Interest

TELE-TRAINING CASES

Cast: Telephone 1 (Sender) _____
Telephone 2(Receiver) _____

Situation: _____
_____

1. Setting _____
_____
_____
_____
_____

2. Reasons for Call _____
_____
_____
_____
_____

3. Goals _____
_____
_____

4. Script _____
_____
_____
_____
_____
_____
_____
_____

(Use reverse if necessary)

TELEPHONE COMMUNICATIONS

...EVALUATION...

SENDER (Name)_____ RECEIVER (Name)_____

BEGINNING OF THE CALL	COMMENTS
1. Answered promptly and pleasantly	_____
2. Gave proper identification	_____
DEVELOPMENT OF THE CALL	
1. Explained nature of the call	_____
2. Displayed personal interest	_____
3. Spoke in a tactful manner	_____
4. Gave explanations effectively	_____
CLOSING OF THE CALL	
1. Accomplished purpose of the call	_____
2. Left a pleasing impression	_____
3. Expressed appreciation	_____
4. Closed in a pleasant manner	_____
VOICE PERSONALITY	
1. Distinct and articulate conversation	_____
2. Spoke in an easy to hear volume	_____
3. Reflected a friendly, sincere volume	_____

Additional comments:_____

_____

_____

_____

*THE 11 C'S OF WRITTEN COMMUNICATION

(Especially letters)

clear	: unambiguous; one reading should be sufficient to get the message
correct	: facts must be right; no excuse for incorrect grammar or spelling
concise	: message conveyed as briefly as consistent with effectiveness
complete	: all necessary data in logical order; no guesswork
courteous	: say "please" and "thanks"; courtesy is genuine; flattery is counterfeit
considerate	: write the kind of message you would like to receive
confident	: be the authority without acting it; assume reader will do what he is asked
cheerful	: no one likes bad news; whatever the burden, give it graciously
conversational	: write as naturally as you talk; avoid offensive familiarity
clever	: there is little enough wit in the world so share yours
careful	: written words can carry implications never intended by the writer; avoid emotionally charged overtones which can offend the sensibilities of the reader

* Motivation, Inc., "The Art of Successful Self-Expression and Communication"

Most people like these words:

ability	confidence	excellence	ingenuity	practical	substantial
abundant	conscientious	exceptional	initiative	praiseworthy	success
achieve	cooperation	exclusive	integrity	prestige	superior
active	courage	expedite	intelligence	proficient	supremacy
admirable	courtesy	faith	judgment	progress	thorough
advance	definite	fidelity	justice	prominent	thoughtful
advantage	dependable	fitting	kind	propriety	thrift
ambition	deserving	genuine	lasting	punctual	truth
appreciate	desirable	good	liberal	reasonable	unstinted
approval	determined	grateful	life	recognition	useful
aspire	distinction	guarantee	loyalty	recommend	utility
attainment	diversity	handsome	majority	reliable	valuable
authoritative	ease	harmonious	merit	reputable	vigor
benefit	economy	helpful	notable	responsible	vital
capable	effective	honesty	opportunity	salient	vivid
cheer	efficient	honor	perfection	satisfactory	wisdom
comfort	energy	humor	permanent	service	you
commendable	enhance	imagination	perseverance	simplicity	yours
comprehensive	enthusiasm	improvement	please	sincerity	
concentration	equality	industry	popularity	stability	

Most people dislike these words:

abandoned	complaint	flagrant	improvident	premature	stunted
abuse	crisis	flat	insolvent	pretentious	superficial
affected	crooked	flimsy	in vain	retrench	tamper
alibi	deadlock	fraud	liable	rude	tardy
allege	decline	gloss over	long-winded	ruin	timid
apology	desert	gratuitous	meager	shirk	tolerable
bankrupt	disaster	hardship	misfortune	shrink	unfair
beware	discredit	harp upon	muddle	sketchy	unfortunate
biased	dispute	hazy	negligence	slack	unsuccessful
blame	evict	ignorant	obstinate	smattering	untimely
calamity	exaggerate	illiterate	opinionated	split hairs	verbiage
cheap	extravagant	imitation	oversight	squander	waste
collapse	failure	immature	plausible	stagnant	weak
collusion	fault	implicate	precipitate	standstill	worry
commonplace	fear	impossible	prejudiced	straggling	wrong

Say good-by to these:

acknowledge receipt of
acknowledge with pleasure
advise (meaning to tell) and oblige
answering yours of
anticipating your favor
as captioned above
as per
as regards
as stated above
assuring you of
as to your favor
at an early date
at hand
at the present writing
attached hereto
attached herewith
attached please find
awaiting your reply
beg to acknowledge
beg to advise
carefully noted
check to cover
complying with your favor of
concerning yours of
contents noted
deem
desire to state
due to the fact
duly noted
esteemed favor
even date
for your files
for your information
hand you herewith
has come to hand
have your kind favor
hereby advise
herewith enclose
hoping for your favor
I have your letter of
in answer to same
in conclusion would state
in connection therewith
in due course
in re
in reference to
in receipt of
in the amount of
inclosed find
instant (inst.)
kind favor
kindly confirm same
of above date
past favor
per
please be advised
pleasure of a reply
pursuant to
re
recent date
referring to yours of
regarding the matter
regret to advise
said (the said regulation)
same (regarding same)
take pleasure in
take the liberty of
thanking you in anticipation
the writer
ultimo
under separate cover
up to this writing
we remain (ending last sentence)
we trust
with reference to
would advise
your favor has come to hand
yours with regard to above

KNOW YOUR EMPLOYEES

INSTRUCTIONS:

Do you really know your employees? Take a few minutes to work with this checklist.

DO YOU KNOW THE FOLLOWING INFORMATION FOR EACH EMPLOYEE?

	YES	NO
1. Full name	____	____
2. Nickname	____	____
3. Age	____	____
4. Marital status	____	____
5. Number of children	____	____
6. Approximate ages	____	____
7. Education and experience	____	____
8. Hobbies	____	____
9. Special Interests	____	____
10. Length of service with the organization	____	____

THINK ABOUT YOUR EMPLOYEES' ATTRIBUTES AND THEN WRITE THE NAME OF THE ONE WHO BEST ANSWERS THE QUESTION ASKED

1. Who is your most organized employee?_____
2. Who has the most seniority?_____
3. Who is the best natured?_____
4. Who is the most stable?_____
5. Who is the most defensive?_____
6. Who is the most dependable?_____
7. Who is the best liked by co-workers?_____
8. Who is the most productive?_____
9. Who is the most enthusiastic?_____
10. Who is most likely to succeed?_____

BOSS OR LEADER?

A Boss Communicates	A Leader Communicates
Fear	Enthusiasm
Pessimism	Optimism
Work as a drudgery	Work as exciting
"Maybe"	"Positively"
Lack of faith	Confidence
Doubt	Expectations
Tasks	Goals
Problems	Solutions
"I don't have time"	"I will make the time"
"I"	"We"

5 MOTIVATORS

1. Arouse Self Involvement

2. Show Confidence

3. Give Praise

4. Identify with others

5. Encourage Creativity

COMMUNICATIVE RESOURCES

COMMUNICATING FACTS AND IDEAS IN BUSINESS: Brown, Prentice-Hall, Inc.

LISTEN MANAGEMENT: W. Keefe, McGraw-Hill.

BUSINESS COMMUNICATION: Marston, Thompson & Zacher, Macmillan Co.

EFFECTIVE WRITING FOR BUSINESS: Drey & Metzler, Harcourt Brace and World

INTERPERSONAL COMMUNICATION IN THE MODERN ORGANIZATION: Bormann, Howell, Nichols & Shapiro, Prentice-Hall, Inc.

THE HUMAN ORGANIZATION: R. Likert, McGraw-Hill.

MANAGING BY COMMUNICATION: Merrihue, McGraw-Hill.

EFFECTIVE COMMUNICATION ON THE JOB: Dooher and Marquis, American Management Association

THE ART OF SUCCESSFUL SELF-EXPRESSION & COMMUNICATION: Scheer and Wilbert, Motivation, Inc.

BARRIERS AND GATEWAYS TO COMMUNICATION: Rogers and Roethlisberger, Harvard Business.

SPEAKING AND LISTENING-A CONTEMPORARY APPROACH: W.A. Shrope, Harcourt, Brace and World

COMMUNICATIVE SPEAKING AND LISTENING: Oliver, Zelko and Holtzman, Holt, Rinehart and Winston, Inc.

HOW TO TALK WITH PEOPLE: I.J. Lee, Harper & Bros.

FACTUAL COMMUNICATION: L.O. Guthrie, MacMillan Co.

COMMUNICATIONS SEMINAR FEEDBACK

1. The information received and discussed in this seminar has been

   Very Helpful_____ Helpful_____ Comment:_____

2. With respect to breadth of communications knowledge the seminar moderator was

   Excellent_____ Average_____ Comment:_____

   _____

3. With respect to vividness of lecture-discussion and clarity of explanations the seminar moderator was

   Excellent_____ Average_____ Comment:_____

4. In personal warmth, friendliness and in interest in the participants the seminar moderator was

   Excellent_____ Average_____ Comment:_____

   _____

5. The audio-visual aids used in the communications seminar were

   Excellent_____ Average_____ Comment:_____

   _____

6. The hand out notes given to partipants were

   Excellent_____ Average_____ Comment:_____

7. To what extent has the communications seminar helped you to understand communications and its role in your business firm?

   Greatly_____ To some extent_____ Comment:_____

   _____

8. Topic areas enjoyed the most were _____,

   _____, _____, _____,

9. Other comments (complimentary or critical)

   _____

   _____

   _____

   _____

   _____